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ATTN! ALL TOGETHER NOW

Quality Child Care

Providing quality care and education for all children



A publication of

Partnerships for Inclusion

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Editor's Notes

Do your days seem to be moving at warp speed? Seems like we've all got more to do—and less time to do it! We're hoping that *All Together Now!*, or *ATN!* as it's affectionately known around our office, will help you use your time more efficiently. We try to bring articles that will help you help children and to bring them to you in a concise format that's easy to read and remember. It's an exciting challenge that we take seriously with each issue.

I hope you're taking advantage of both your local library and the Early Intervention Library to check out some of the books reviewed in *ATN!* From a vast array of new titles, I select those that reflect diversity, promote smooth transitions, and exhibit varied styles of illustrations. Reading to children continues to be one of the most important keys to future literacy.

We hope you'll use *ATN!* as a tool in your own growth and education—and that you'll share your copy with others in your organization. We hope, too, that you'll keep us on file and refer to articles as your program changes and grows.

Thank you for letting *ATN!* be a part of your life.

—Molly

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followed these children as they have moved through school and have the findings through the end of second grade.

The Findings

We found that the quality of child care in these four states was not as high as it should be. You have probably seen the articles or heard reports from the study. Centers fell into several categories: good, less than good, and poor. Essentially we found that only about 14% of the programs overall received ratings describing good or developmentally appropriate services for the children served. Almost as many (more than 12%) received ratings of poor quality. So, most programs were rated as less than good.

Of most concern was the fact that a very large number of the infant and toddler classrooms were rated as having poor quality. Overall, we looked at 225 infant/toddler classrooms. More than 40% of these classrooms were rated as being of poor quality. It is clear from these findings that much attention needs to focus on raising the quality of child care in our country. We should not accept mediocre and poor quality to be the standard for our children!

The Questions Raised

The first question one might ask is whether what we called *quality* really matters. In our study we tracked the development of children in these classes and found that children in higher quality classes were more advanced in both cognitive and social development. They scored higher on language skills, pre-math skills, social skills, and a variety of other measures. Their teachers reported that children in high quality classes had fewer problem behaviors. Overall the children in the better classes liked their child care more and made more progress.

Quality programs provide rich environments where children take the lead.



This continued to be true as these children moved into school. When the children started school, we went to the elementary schools and again checked their development. At the end of kindergarten—and even through the end of second grade—we saw differences in the children who had attended high quality child care programs as preschoolers. They continued to score higher on cognitive and social skills than children who had been in lower quality programs.

I should add that we did find that parents with higher incomes and those with more education did choose higher quality child care centers. But even when we took those differences into account, we found that children from all types of families did better if they had been in high quality child care compared to similar children who had been in lower quality programs. We found that children from families with the least education were more affected by the quality of child care than other families, but that quality was important for all children.

Do Cost and Quality Correlate?

So, high quality child care is important for all children. Did we find out anything about the cost of care and how it might impact quality? We did. It is no surprise that higher quality programs cost more than lower cost programs. Higher quality programs had lower child-to-staff ratios and teachers with more education and specialized training in working with young children. The teachers were paid more, there was lower teacher turnover, and the administrators had more experience before coming to the program.

These features of the best programs all come with added costs; however, economists on the team found that it is possible to increase quality by a modest amount with only about a 10% increase in costs. This seems to work mostly for those programs in the middle level of quality. By paying teachers slightly more, hiring teachers with more education, and providing specialized training, programs can reduce turnover and improve overall.

How to Do It

In general, we found that spending a higher proportion of the budget on personnel and a lower proportion on the building and other operating costs produced higher quality programs. We also found that finding some major source of funding other than parent fees was key to being able to raise quality. Programs that were able to get government grants and support from churches, other community organizations, or individuals were able to have higher quality. Programs that relied totally on parent fees rarely were able to have high quality.

What You Should Know About Lead Poisoning



by Claudia S. Rumfelt-Wright, MSW

Claudia, a certified lead inspector, is a grant coordinator and health educator with the North Carolina Childhood Lead Poisoning Prevention Program.

D

id you know...

- ▶ Between 1989 and 1994, the pediatric blood lead level, on average, decreased 80% due mainly to the removal of lead from gasoline?
- ▶ The amount of lead it takes to poison a child is equal to three grains of sugar?
- ▶ Chronic exposure to one milligram of lead-contaminated dust (about the size as one grain of sugar) can cause irreversible neurological damage to a child?
- ▶ Even very low lead levels can cause learning disabilities and behavior problems?
- ▶ Exposure to lead has been linked to juvenile delinquency?

Approximately one million children in the US have elevated blood lead levels. Lead is a very powerful toxin that affects every organ system and is especially damaging to the brain and nervous system.

Lead-contaminated dust is the major source of exposure for children. Lead dust is invisible, sticky, and heavy; therefore, it is difficult to clean up. Simple dusting will not remove it. Lead dust can be created by remodeling, renovation, friction between two surfaces that have been painted with lead-based paint (windows and doors),

and deteriorating lead-based paint (cracked or peeling paint or paint chips).

How do children become exposed?

The most susceptible group to lead poisoning is children from 12 months to six years, but especially those between one and two, because this is the age where they are crawling on floors and putting everything into their mouths. If the floors where they are crawling, playing, or dragging toys across are contaminated with lead dust, chances are that dust will find its way onto their sticky little hands, and from their hands into their mouths.

Lead-based paint chips, peels, and deteriorates over time, and moisture problems (leaking roof, plumbing leaks, etc.) in a home with lead-based paint can accelerate that deterioration. The dust and chips settle on floors and windows where young children play and eventually will find its way from children's hands or toys into their mouths. Inhalation is also a route of lead exposure for children and adults.

Children can be exposed by lead dust brought home by parents who have jobs with a high level of risk—radiator repair,

Smart Start + Inclusive Child Care = Quality



by
Virginia Buysse,
Kathleen Bernier,
Debra Skinner &
Pat Wesley

The authors are researchers at the Frank Porter Graham Child Development Center at UNC-CH. This study was funded by a contract from the Division of Child Development in the NC Department of Health & Human Services.

A 1996 study examined the current role of Smart Start in supporting high quality inclusive child care in North Carolina. Findings showed that the original Smart Start partnerships included children with disabilities and their families in their planning efforts and activities. The study also showed that centers that enrolled children with disabilities were of higher quality than centers that did not.

One of the major barriers to inclusion in North Carolina's early childhood programs has been the limited number of high quality child care centers. Initiatives such as Smart Start, aimed at improving program quality, represent an important step in removing obstacles to achieving high quality care for children with disabilities and their families.

During the past five years, since Smart Start began providing technical assistance and resources to child care centers, the proportion of centers enrolling at least one child with a disability increased from 40% to 59%.

Because we still have much to learn about what it really means to provide high qual-

ity care and education to children with disabilities, we interviewed parents and professionals from inclusive child care centers nominated as high quality programs. To learn more about Smart Start's efforts to improve services for children with disabilities, we also talked to the directors of inclusive child care centers and relied on existing data collected by the statewide Smart Start Evaluation Study.

Findings

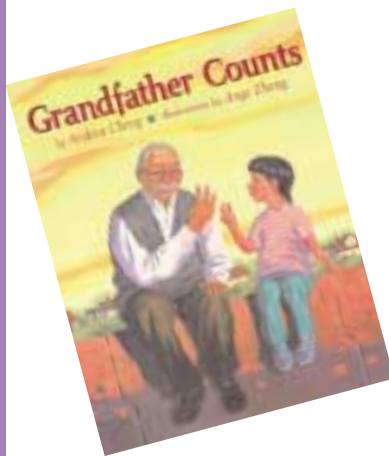
- 1 According to parents and professionals, the definition of quality inclusive child care includes two important elements:
 - ▶ Qualified personnel and developmentally appropriate practice that affect the program's general quality for all young children.
 - ▶ Practices such as providing therapies and adapting the classroom environment that address the needs of individual children and their families.
- 2 Parents and professionals reported several important benefits of high quality inclusive child care, including:
 - ▶ Enhanced development and well-being for children with special needs



My Two Grandmothers

by Effin Older
illustrations by Nancy Hayashi
Harcourt
ISBN 0-15-200785-7

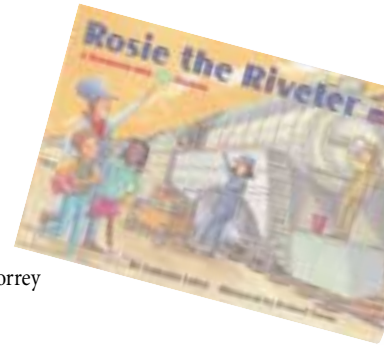
As one little girl chronicles the differences of her two grandmothers—one's a well-to-do city dweller who belongs to a country club and has two homes, the other lives on a farm and looks to the land for her enjoyment—she is also drawing a parallel between the two women who love her and spend time with her. Soon the child draws her own conclusion that diverse family traditions make a more vibrant life for a child fortunate enough to enjoy love from different backgrounds.



Grandfather Counts

by Andrea Cheng
illustrations by Ange Zhang
Lee and Low
ISBN 1-58430-010-8

Helen has mixed emotions about the arrival of her grandfather from China. Not only will his arrival require the reshuffling of bedrooms (Helen will lose hers), but Helen's mom is falling back into the role of daughter (Gong Gong has high standards of excellence). To top it all off, Gong Gong doesn't speak a word of English—and Helen doesn't speak Chinese! Then Gong Gong and Helen find they enjoy a mutual past time which opens the door to communication and learning.



Rosie the Riveter

by Catherine Lukas
illustrations by Richard Torrey
Little Simon
ISBN 0-689-83368-7

It's never too late to start talking about women's history, and this is a delightful beginning. Join Zach as he takes Maya and Sam back into time to visit with women who stepped into traditional men's roles during World War II. Little folks will enjoy meeting the women who first broke through the glass ceiling.



You'll Grow Soon, Alex

by Andrea Shavick and Russell Ayto
Walker Press
ISBN 0-8027-8736-3

Alex, a very small boy, does everything he can to make himself grow tall. He follows directions from his mom, his dad, and his teacher—but nothing works. Then one day, he talks with Uncle Danny, the tallest man Alex knows, and Uncle Danny gives him a secret that makes Alex the...well, you'll just have to read it and see! A wonderful book for children who are different.

Ongoing

NC Early Intervention Mentor Program
Family Support Network of NC
800-852-0042

2001

January 18

- ▲ A Guided Observation of the Demonstration Preschool at Project Enlightenment TDB22
- ▲ The Language of Self Control TPB23
- ❖ Helping Children Develop Healthy Self-Esteem

Jan. 22, 29, Feb. 5, 12, 19

- ▲ For Directors Only: Software for Child Care Management TWB24

January 23

- ▲ Reading Aloud with Preschoolers TPB25

January 23-27

5th Annual Head Start & Child Care Birth to 3 Institute
Washington DC
Everett Shupe or Adrienne Sparger
202-638-1144

January 25

- ❖ Fears & Phobias in Young Children

January 31, Feb. 7, 14, 21

- ▲ Desktop Publishing and Graphics Using WORD 97: Enhancing Your Communication TWB26

February 1

- ❖ What Sexuality Means to a Child

February 4-6

Asset-Based Conference on the Strengths of Children, Families & Communities
Asheville, Grove Park Inn
Sharon Carswell 828-432-0150

February 8

Attachment Disorders

Raleigh
919-350-8547

- ❖ The Impact of Divorce & Other Losses on a Child

February 8, 15, 22

- ▲ Science: Enriching Critical Thinking and Inquiry with Young Children TPB27

February 9

Adaptive Peripherals for PC Computers
Morganton
Meg Lemelin, 704-786-9181

February 13

- ▲ Developing a Curriculum Crate for Your 3, 4, or 5 Year Old Classroom: Flowers TPB28

February 16

- ▲ A Guided Observation of the Demonstration Preschool at Project Enlightenment TDB29
- ▲ Resources from the Demonstration Preschool TPB30

February 20, 27, March 6, 13, 20

- ▲ The Spirited Child: Understanding, Teaching, & Parenting TCB31

February 22

- ❖ Recognizing & Responding to Child Maltreatment

Jack Tales



by Kate

Thegen

Kate is a research assistant at NCDL at FPG. She also directs a Smart Start-funded project in Durham that supports teachers and parents in improving the quality of child care. Her son Jack is a sixth grader at Carolina Friends School in Durham.

The phrase *children with special needs* is cumbersome, long, and awkward—but its neater version *special needs kids* is not only not accurate—it forces us to view these children through the lens of their special needs first, rather than as the children they are. As a teacher, I knew all this. As a parent, I have become passionate about it, and I learned it from my son Jack.

Jack was born eleven years ago; he is the beloved youngest member of a family that already had two boys breaking in parents. I am an early childhood teacher by profession—and nature—and was, at the time of Jack's birth, a key player in the accredited, inclusive program I had been directing and teaching in for years. I knew a lot, thanks to the master teachers I worked alongside for 15 years. But most teachers will agree, many of the most important things are learned from hanging out with kids.

Jack

Jack was born with a congenital amputation of his left forearm—his arm ended just below his elbow. Unexpected and still unexplained, we were surprised and worried—until we held him. The life shining from this baby dared you to

think he was anything less than perfect—and we quickly came to agree.

Now, in perspective, missing an arm is not the kind of birth defect that makes you fear for your child's life—but it is the kind of difference that cannot be ignored, covered up, or glossed over. It's an in-your-face, right-there issue that will forever be a part of the world's first impression of Jack—but only their first impression. Beyond that—after that first heart-grabbing moment when you notice he has only one arm—his being, *this child*, takes over. He is not a special child, just more noticeable—he bears watching! His spirit is big and we quickly came to see that as the most important thing to know about him.

The point of telling Jack's story is that he taught not only his parents, but his wise, gifted teachers and friends alike why we must always place the child first and the disability a distant and frequently irrelevant second. I can say this not through the warm and fuzzy veil of denial, but through the stark clear reality of who our children are. Those, like Jack and others, who challenge us to focus on what is important, teach us to see clearly **all** children, each and every one, for who they are and what they bring.

Child Care Providers

New Roles



by

Jane Scanlon

Jane is a Western Region inclusion specialist with Partnerships for Inclusion. She works from the Morganton office.

As I travel around western North Carolina, many child care providers ask questions about their roles on teams developing and implementing Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP) for children with special needs. These are important questions! Children in child care spend a great deal of time with providers. The perceptions and suggestions of the early childhood professions who know the children well are vital in planning the best way to teach these children.

? I am a new child care provider in an inclusive child care program. I look forward to working on teams on behalf of children with special needs in my center. Tell me more about the early intervention team—who will be on the team and what does it do?

Child care providers are asked to be part of teams developing IFSPs or IEPs for children with special needs in their care. These teams may be called early intervention or special services teams. The team develops a plan for every child identified as having special needs. IFSPs are developed for children birth through two years of age. IEPs are for children ages three and older. The plan includes a summary of the child's

strengths and needs, goals for the year, short-term objectives, and special services. The plan identifies who is responsible for carrying out the services.

Child care providers join family members and the rest of the team to work on behalf of the child. The team may also include

- ▶ Early intervention specialists who assist with learning, development, and activity ideas for home and school
- ▶ Speech/language therapists who work with children with communication delays such as pronunciation, vocabulary, and oral motor skills
- ▶ Physical therapists who work with large muscle skills such as balance, coordination, strength, and mobility
- ▶ Occupational therapists who work with small muscle skills to assist with self-help skills
- ▶ Nurses who provide information and support for special health needs, and
- ▶ Persons the family would like present—friends, grandparents, or neighbors.

The early intervention team's mission is to assess and gather information about the child. Strengths, skills, and skills not yet developed are highlighted. The team works together to assist the family in choosing meaningful, challenging goals

Ms. Fanjul Goes to Washington

Seven years is a long time in the life of a child. In the North Carolina Division of Child Development (DCD), seven years were crucial in bringing our state from near the bottom in early child care to a position as a national pacesetter. As director of the DCD, Stephanie Fanjul was a key player in this important development. In recognition of her role here, she was recently appointed deputy associate commissioner of the Child Care Bureau in the Administration of Children and Families at the US Department of Education in Washington.

October 7 was Fanjul's last official day at work in North Carolina. I caught up with her then and asked her to share some reflections on her tenure as director. Her first comment was about the people who cared for children in child care programs. "When I think about the big changes, I frequently go back to when I got here in 1993. The requirements for a teacher were that you be sixteen years old, literate, and not have been convicted of moral turpitude. That was just seven years ago!

"Now, children in child care are being cared for by people who have had a criminal background check (including fingerprinting), hold a GED or high school

diploma, and are 18 years old. Also, a good percentage of the directors and lead teachers are now required to have post secondary education. The bottom line of what makes the lives of children different is: 16-year-olds not convicted of moral turpitude versus professionals who receive health insurance and a bonus wage supplement for longevity. That is dramatic and should, on an education basis, make a difference for every single child from now on. That is not short-term stuff!"

She then pointed to key issues in North Carolina which have changed and to some that remain challenges.

Kids with special needs

"The large part of our success in this area is because of Partnerships for Inclusion (PFI) which was there at the right time and started work with inclusion. PFI's work has been an extraordinary influence in how child care providers see children first and then talk about their special needs. We know that because Smart Start communities are paying attention and addressing the needs of children with disabilities. We used to hear many stories of children's being denied services, but the barriers dealt chiefly with the lack of [qualified] staff. Now more service providers under-

**by Molly
Weston**

Teen Parents Pursue Quality Child Care



**by Molly
Weston**

Molly is editor of ATN! She lives with her husband in Apex and works from PFI's Carrboro office.

Valley Child Development Center shares many similarities with child care centers across North Carolina—a good staff, great kids, and committed parents. Its location, however, is atypical, and its purpose almost unique.

Valley, as it's affectionately known, is part of the campus at Buncombe Community School East an alternative high school for kids at risk for dropping out of school, many of whom are teen parents. Children of these teens are given priority placement at this NAEYC-accredited child care center.

Becca Dion, the program's director, explained, "One of the major differences about our program is that we represent a partnership between county government and county schools. We're operated by Buncombe County, which is one of the last counties in the state to operate child care facilities. The school is a big part of our community here," and vice versa.

"Our high school has a good graduation rate and the Valley staff always go to the ceremony. It's an emotional experience because everyone who walks across the stage has beaten the odds. The center holds an annual picnic in the middle of the day to celebrate the graduation of high school parents as well as our children who

are heading off to kindergarten. Everybody comes for the kids and teen mamas. For the first time last year, the high school visual arts class did a composite film of a day in the life of a child care center interspersed with scenes of the high school graduation ceremony. It was such a success they plan to do one every year."

Getting to school

Because the child care program is affiliated with a high school, children of the teen parents have access to transportation. "Our students can provide their own transportation or they can ride the school bus," Becca said. "The buses have seat belts that will accommodate infant/ toddler car seats." As with every good thing, transportation can have a down side. "Some of our teen parents and their children have been on the bus an hour and a half by the time they get here, so it's important that we provide a hearty breakfast."

Transportation is not the only thing the child care center shares with the high school. "High school students often work with our kids. One October, students from the art department helped us make masks. We tried to show the children that masks are used not only for Halloween, but for cultural celebrations and by people in their work. We had firefighters showing

Valley Child Development Center

The Center recently received the Division of Child Development's four-star rating and NAEYC accreditation.

Total Children Served	41
Infants	6
Woddler-Toddlers	17
3s-4s-5s	18
Teachers	7
(Plus 1 full-time assistant for one child. Total does not include director.)	
Foster Grandparents	3
Of the 41 children	
Foster children	7
Children of teen parents	7
Children of teachers at the high school.	2

their families. Caregivers also stress forming strong bonds with each child.

Supporting families

Because children are part of a family unit, Valley Child Development offers family enrichment programs every other month. Becca coordinates the programs with input from families. "Parents tell me what they want—stress management, credit counseling, CPR. We also have a parent-to-parent group, a coming together of parents for mutual support, advice, and fellowship. A child psychologist facilitates that group free of charge. We offer free child care and free dinners during all these meetings."

Community involvement works to everyone's advantage. "We have a huge parent-driven rummage sale every spring. Parents—and the community at large—are able to buy nice things (lots of children's clothing) at good prices. Then, the parents decide how to spend the money. One year they decided to give each class enough of the proceeds to spend \$10 on each child, so we gave the teachers the appropriate amount and let them spend it for the class.

"We also have a fund raiser every two years. We often sell good quality T-shirts. A lot of our parents wear them in the workplace, so it's a benefit to them as well as to the school." Becca continued, "We recycle aluminum cans and paper. We try to be as environmentally responsible as possible."

Being part of an old school facility occasionally has drawbacks. The child care center is in the school's old cafeteria

building, and its playground is between that building and another. "Several years ago, we had to remove the covered walkway because it had traces of lead. The parents raised funds to replace it and enough for a covered deck outside the baby room. Part of the playground is earmarked for a garden to be filled with plants that are fragrant or otherwise interesting to children."

Before visiting the playground, each child takes his turn before a teacher. "We lather them up with sunscreen before going outside," Becca said. The massage is well worth it—there are plenty of riding toys for everybody. Although the area is geared for children, "We wanted something comfortable for adults, so we put in a big porch swing in a shady area." Making adults comfortable also promotes cuddling with children.

Looking out for everyone is just part of making a difference at Valley Child Development Center and Buncombe Community School East. **ATN!**



Reaching the **5 Stars**

2 Peace Preschool
A Kid's Place
Abram's Day Care Home
Advanced Learning Academy
Amazing Babies C/C Prog.
Ashe Develop. Day School
Asheville City Schools Presch.
Avondale Children's Center
Bank of America C/C Center
Baptist Medical Center C/C
Beaufort County Child Devel.
Becky's Day Care Home
Beddingfield Day Care Center
Belhaven Head Start Center
Bird's Day Care Home
BJ's Day Care Home
Brent Woodson Carter Center
Bright Horizons Children's Ctr.
Chapel Hill Co-Op Presch. Infant-Toddler
Children First, Inc.
Children Our Heritage D/C
Christian Prep Academy
Community School for People Under 6
Creative Beginnings, LLC
Curry Child Care Center
Davidson County Comm. College CDC
Deberry's Day Care Home
Dillard C/C & Learning Center
Dilworth CDC
Donna Bumgarner D/C Home
Doris Wilson Day Care Home
Early Interven. & Family Services/Person Co.
Edgerton Court Head Start
Elsie's Infant & Child Home Care
Fairview Head Start
Fingerprints Preschool
First United Methodist CDC
Fleetwood Elementary Pre-K
Frank Porter Graham CDC

Oriental
Robbinsville
Tillery
Whitsett
Knightdale
Jefferson
Asheville
Charlotte
Charlotte
Winston-Salem
Washington
Boone
Wilson
Belhaven
Fayetteville
Rocky Mount
Greensboro
Cary
Chapel Hill
Durham
Durham
Chapel Hill
Morganton
Greensboro
Lexington
Durham
Goldsboro
Charlotte
Conover
Chapel Hill
Roxboro
Smithfield
Durham
Goldsboro
Black Mountain
Charlotte
Fleetwood
Chapel Hill

FSU Early Childhood Learning Ctr.
Giggles Day Care Home
Halifax Community College CCC
Heike's Home Day Care
High Hope of Hickory
Hillside Child Development Center
In His Care
J.D. Day Care Center
Jane Pope's Child Day Care Home
Janet Houck's Family Day Care
Jewel Adcock's Family CCH
Jewish Comm. Day School of Dur./Chapel Hill
Johnston C/C Preschool
Johnston-Lee HS-Princeton Center
Joy Home Care
Joyner's Day Care Home
Judy's Home Child Care
Kenly Head Start Center
Kidsworld Learning Center
Kim's Family Child Care Center
Lagrange Head Start
Learning Center, The
Learning Thru Play
Leba's Early C/C Home Daycare
Lisa's Little Ones Child Care Home
Little Friends Daycare Home
Little People Day Care
Little People's Center
Little Tykes Child Care
Little World Day Care
Mars Hill Head Start Center
McDowell County
McDowell Tech C/C CDC
New Horizons Ctr. #3
New River Pact Family & CDC
Noah & Company
Nona's Day Care Center
North Drive Child Care Center
Open Door School

Fayetteville
Durham
Weldon
Sanford
Hickory
Durham
Greensboro
Rocky Mount
Cary
Crumpler
Etowah
Wilson
Smithfield
Smithfield
Lenoir
Sharpsburg
Cary
Smithfield
Wilson
Granite Falls
Snow Hill
Chapel Hill
West Jefferson
Charlotte
Cary
Mocksville
Durham
Fayetteville
Lexington
Old Fort
Asheville
Marion
Marion
Franklin
Boone
Lenoir
Winston-Salem
Greensboro
Charlotte

Paddy's Clubhouse
Pharr's Kidz Creations
Play-n-Grow Day Care
Preschool Learning Center, The
Primrose School of Cary
Primrose School of West Cary
Pruett House Family Center
Remedial Ed. Activity Program
Robin's Day Care
Scroggs Elementary School Pre-K
Shining Stars Preschool/Bryan
Shining Stars Preschool/Pembroke
Simply Wonderful Child Care
Small Horizons Day Care Home
Small World Day Care of Timberlake
Some Place Special Home Care, Inc.
Spanish-Am. Bilingual D/C Home
Special Children's School, The
Spring Hill Child Care Center #2
St. John's Learning Center
St. Stephen's Lutheran Preschool
Stepping Stone Home Day C/C
Sugar 'n Spice Day Care Home
Sulphur Springs CDC
Sylvia Thomas' Small Day Care
Tender Loving Home Day Care
Theresa M. Graves Day Care Home
Tiny Tots Day Care
TLC Tender Loving Care Day Care
Tri-County C/C CDC
UCP Dev. Center of Wilmington
UCP Irwin & Carol Balk Dev. Ctr.
Valley River Learning Ctr-Murphy Elem. Ext.
Victory Village Day Care Center, Inc.
Wee Kids
Wentworth School Head Start
Wilkes Community College CDC
Wilkes Developmental Day School
Young's Family Child Care

Concord
Charlotte
Fayetteville
Brevard
Cary
Apex
Franklin
Greenville
Durham
Chapel Hill
Lumberton
Lumberton
Winston-Salem
Durham
Timberlake
Zionville
Rocky Mount
Winston-Salem
Lillington
Webster
Hickory
Charlotte
Durham
Webster
Fayetteville
Durham
Cary
Lenoir
Rocky Mount
Webster
Wilmington
Charlotte
Webster
Chapel Hill
Hendersonville
Reidsville
Wilkesboro
Wilkesboro
Fayetteville

Addressee: Please share **ATN!** with your colleagues.

